STAFF SUMMARY SHEET

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SUMMARY

APPROVED FOR PUBLI1 . PURPOSE. To provide security and policy review on document at tab 1 prior to release to the public.

2. BACKGROUND. Dr. Jean W. LeLoup is submitting a co-authored book chapter for publication and seeking approval for release

Presenter / Authors: Dr. Jean W. LeLoup, DFF & Dr. Sheri Spaine Long, University of NC - Charlotte
Title: Ten Tapas for a Career in the Humanities in Forging a Rewarding Career in the Humanities: Advise for Academics (Ellen Mayock & Karla Zepeda, Editors)

Circle one: Abstract   Tech Report   Journal Article   Speech   Paper   Presentation   Poster

Thesis/Dissertation   Book   (Book Article)   Other:

Description:This book chapter outlines ten areas of concern / concentration for academics pursuing a career in the Humanities. The authors offer suggestions and advice, based on their combined 74 years of teaching experience. The co-author is a former DVP from DFF (2011-2013).

Release Information: This is a peer-reviewed and accepted book chapter to appear in the above named volume. The book will be published by Sense Publishers, Rotterdam, this fall.

Previous Clearance information: N/A

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Approved for public release: "The views expressed on this article are the views of the authors and not necessarily of those of US Air Force Academy, The US Air Force, The Department of Defense or The U.S. Government."
3. DISCUSSION. N/A

4. VIEWS OF OTHERS. N/A

5. RECOMMENDATION. Department Head or designee reviews as subject matter expert.   DFER reviews for policy and security. Coordination indicates the document is suitable for public release. Suitability is based on the document being unclassified, not jeopardizing DoD interests, and accurately portraying official policy [Reference DoDD 5230.09]. Release is the decision of the originator (author). Compliance with AFI 35-102 is mandatory.

Dr. Ismenia Sales de Souza, Director of Research, USAF
Associate Professor of Spanish / Portuguese

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SHERI SPAINE LONG AND JEAN W. LELOUP

TEN *TAPAS* FOR A CAREER IN THE HUMANITIES

The purpose of this essay is to advance collective wisdom about a productive career in the Humanities with a special focus on the field traditionally called languages, literatures, and linguistics. Between the two of us, we estimate that we have taught more than 7,500 students over 74 years, helped repopulate our chosen profession with 150 language teachers and professors, wrote 70 published papers and book chapters, delivered at least 225 presentations, co-authored nine books and been honored with 24 awards. Our numbers may seem robust because we are no spring chickens! Through the years we have never lost our passion for teaching and research in the Humanities. We are privileged to be in a special cohort of professors who truly enjoy what we do, and this fact more than any other reason makes us successful. We are humanities professors who are aware that the field is evolving and has been in a transitional state since early in our careers. So we aim to reflect on our own experiences and extrapolate the ten elements or *tapas* that have been essential to our success. We view the ten *tapas* as traits of future successful humanities professors. The word *tapa* is normally used to describe a wide variety of Spanish appetizers. We hope that these starters will provide you with food for thought as you contemplate a career in the Humanities.[1]

Tapa #1: Decide on your academic interests and pursue them with a passion or Confucius was right

At an initial glance, this tapa may seem rather obvious, but there are several reasons to underscore this idea. First, deciding on a general career focus in terms of a teaching emphasis rather than a research-driven agenda is quite important. You will need to engage in both activities during your career in academia, but if you know from the beginning that you primarily want to teach, interact with students at all levels of their tertiary education, and communicate enthusiasm for your subject matter, then aiming for a position at a "teaching institution" will be the happier path for you. If, however, you feel drawn toward research and would prefer to minimize your teaching load, you should adjust your sights accordingly in terms of where you work. With my background of many years of public school teaching, I knew I wanted to continue that direct contact with students and sought employment at a teaching institution. My position there as the "education person" / methodologist in the foreign language department capitalized on my lengthy career as a successful secondary classroom teacher but also afforded me ample opportunities to pursue related research.

Second, choose your areas of expertise carefully and according to your own interests rather than those of others (e.g. your dissertation advisor) or what may seem trendy at the moment. You will be inextricably linked to your areas of teaching and research throughout your career through conference presentations, publications, and professional service opportunities. If you have taken a path that seemed professionally propitious at the time but later brings you little joy, you can hardly expect to produce your best work or to find satisfaction in your efforts. I truly enjoyed my dissertation research, which centered on interest and reading in a second language, but at the beginning of my first university position (in the early 1990s), I began to explore the development and integration of technology in the foreign language curriculum and thus happily veered off in that direction. For the next decade, I became heavily invested in this new area of expertise, something I could never have foreseen while still in graduate school.

Lastly, given the several areas in academia over which you have little or no control (geographical location, proximity to family, advantageous salary, professional obligations, to name a few), being able to choose what you *will* do in general on a daily basis is crucial. Being able to follow one's dream in terms of pursuing one's academic passions and actually "loving your job" puts you in a very select minority, both in the United States and around the world (McGregor, 2013; Siebold, 2013). Perhaps Confucius was right: "Find a job you love and you'll never have to work a day in your life."

Tapa #2: Educate yourself broadly or cross training is not just for working out

In a field that is in the state of change (MLA Ad Hoc Committee, 2007), adaptability has been identified as a key trait for academic career success (Compitello, 2013). It is essential to become a strong generalist and a super specialist in your chosen field(s). Why? History shows that your beloved sub-field may fall out of fashion (Williams, 2012). If you arm yourself with general and specialized skills, you will increase your marketability. Let's imagine a humanities student who fell in love with the musings of the ancient Greeks and Romans and wrote a brilliant dissertation on a related topic. Said individual would be wise to consider learning to teach Latin online to pre-professionals to increase his/her marketability. Some of us remember when German language and literature programs were being downsized from the late 1980s to the present (Huffman, 1998). With the decreasing marketability of the German Ph.D., numerous German graduate students looked to the rise of technology and developed skills in digital language pedagogy to increase their marketability. They were able to fill humanities positions in language labs and continue working in German.

Francomano (2012) offers another perspective on cross training in her essay "Graduate Students in Spanish Need to Become Humanities Professors," in which she states that today's graduate students are likely to be called upon to teach general humanities courses in English that focus on culture and literature besides basic language courses. She advocates developing such competencies in graduate school and observes that learning to teach critical thinking, reading and writing is seldom a formal component of doctoral study in Spanish (Francomano, 2012, p. xviii). There are many examples of general humanities courses nationwide: Global Connections (UNC Charlotte), Great Books Seminars (University of Notre Dame) and Foreign Literatures in Translation (University of Alabama at Birmingham) to name a few. VanPatten (2012) wrote a response to Francomano's essay that pointed out another area of need for cross training in doctoral programs in the field of languages and literatures. He makes the case for more training in the field of Second Language Acquisition (SLA) to prepare the future professoriate that is broadly charged with teaching language, literature and culture to teach state-of-the-art language courses informed by research. There is no consensus on the perfect recipe for cross training; the focus of your education is yours to decide. However, there is agreement among leaders in languages, linguistics and literatures that simultaneous broad and specialized training will enhance your options for the future.

Educational cross training is likely to have a spillover effect on your publication projects. During graduate school in late 1980s, I worked in two fields on the sly because the definition of a model doctoral student implied a singular focus. I wrote my doctoral dissertation in the University of California Los Angeles (UCLA) Department of Spanish and Portuguese on a literary topic. At the same time, I collaborated with a professor in the UCLA Writing Programs on an unrelated project. We began foundational work in the field of pedagogy on process writing for Spanish instruction that resulted in publication. I filed my dissertation in 1990, and I subsequently delivered a draft of a co-authored textbook to our publisher. Frankly out of cowardice, I never mentioned my dual focus to my dissertation director. Thankfully, times have

changed since my stint in graduate school. Graduate school in the Humanities has become less rigid. Interdisciplinarity has been all but branded as the path to academic innovation. So think broadly "aka cross train" with STEM, education, business and / other fields and you will be much more marketable and ultimately able to adapt to the future in the Humanities.

Tapa #3: Find a mentor or multiple mentors or don't reinvent the wheel

Learn from others. There are shortcuts and approaches you won't find written in books or on blogs. There are many resources that discuss the importance of mentoring in an academic environment. Michigan State University (Resources on faculty mentoring, n.d.) has a comprehensive web site on mentoring in academia that is broken into many useful categories (e.g. discipline, rank, gender). Keep in mind that all information on mentoring is not definitive and approaches will vary widely from individual to individual. Many descriptions of mentoring still follow traditional male models and do not take into account the lack of conclusive research on mentoring women and minority faculty in academia (Chandler, 1996). Despite this, if you are fortunate to be on a campus that has a formal mentoring program, sign up!

Find a mentor or find multiple mentors. If you are a graduate student, your mentor does not have to be your dissertation director. There are lots of places to look for mentors – investigate your home department /campus, professional associations that host conferences, and / or online groups of scholars. Consider specialized mentors. You may want a publishing mentor who may be different from your ideal teaching mentor. Over time you will likely want to cultivate mentors for the varied academic roles that you will fulfill. Mentors are everywhere and can assist you in a number of ways. Mentors can help you identify gaps in your skills, offer an insider perspective on academia, help you establish a professional network, which is the topic of the next *tapa*.

As Editor-in-Chief of a scholarly journal, I have ample opportunities to mentor rising scholars who are seeking to publish. These individuals ask questions. They put brief, well-organized proposals under my nose. They show up and seek out my presentations on academic publishing. Their interest and enthusiasm motivates me to share my expertise and mentor them. This is one example of how to cultivate a mentor.

Sometimes wooing a mentor requires effort. In other instances, mentors simply appear before you. A requirement of a mentoring relationship is that mentors and mentees have to be accessible to each other. After many years as serving primarily in the role of a faculty member, I became department chair in 2002. Administration was new to me. I was one of the few female department chairs on my campus. This made it trickier to find a mentor because mentoring did not easily cross gender lines on my campus in the Deep South at the time. I met a seasoned department chair at a campus workshop for administrators. He had many years of experience in academic leadership, which I lacked. From him, I learned how to delegate, how to create professional distance between me and the faculty that I supervise, how to defend proposals, how to organize a large-scale department and so forth. His coaching was invaluable. Without it, I am not sure that I would have maintained my sense of humor while learning the job of chairperson. Certainly I would have figured out much of it on my own eventually, but his mentoring helped me come to conclusions faster, and this freed up time for other projects (like writing books and articles!). He was an important sounding board who lent me an ear. In short, this mentoring relationship was a confidence builder and shortcut. In those days, there were no institutional mentoring programs such as we have on most campuses today. I recently relocated to a new campus and am leading a department again. My new institution has a formal mentoring system for academic leaders. I signed up for a mentor right away. This time, I need orientation to my

new institution and a place to ask questions informally. Get a mentor and share. Be a mentor. Why reinvent the wheel? The ancient Greeks were right again, just consider the origin of the word mentor.[2]

Tapa #4: Networking is key or who you know does count

Networking is a very important life activity—for both professional and personal advancement, gain, and satisfaction. Your networking connections can literally be anyone you know in any capacity and, by extension, anyone those people know as well (Guttenplan, 2012; Hikel, 2009). Here we want to concentrate on professional networking in order to further your career in the Humanities. Developing networking skills is crucial for several reasons.

First, networking will help you become a member of a community of professional colleagues with shared interests. This can be quite advantageous when you are rather isolated in a department by virtue of your academic specialty. As an authority in SLA and a foreign language methodologist housed in a modern languages and cultures department, I had no other colleagues in my area of expertise. While I cherished this proximity to the world of languages and cultures and the concomitant linguistic practice it afforded, I missed the interaction and intellectual stimulation that would derive from coworkers who shared a similar academic background. Thus, I made a concerted effort to make connections with professors in other departments on campus who shared related interests (e.g., Anthropology, General Linguistics, Education, History) as well as peers in other institutions who were engaged in comparable academic concerns and research pursuits. In fact, the Foreign Language Teaching Forum (FLTEACH) grew from a desire to facilitate connections that would lead to articulation among language professionals and across all levels of education (LeLoup & Ponterio, 2009).

Second, networking creates professional participation possibilities that may otherwise not materialize. Invitations to author and/or co-author papers and book chapters, to give talks and keynote addresses, to serve on important committees where your presence will vault you into professional recognition: all of these opportunities frequently arise because of networking connections (Daie, 1998). Several of the scholarly publications as well as many speaking engagements that appear on our curriculum vitae are a direct result of networking connections.

We offer here a few suggestions for how best to do networking in academia.

- Join professional organizations and societies and contribute to their maintenance. Go to their conferences, volunteer to serve on committees and boards of groups that closely align with your career focus.
- Engage in professional and collegial discussions with peers in your department, on other campuses, and recognize the work of these individuals, both publically and privately (McKinney, 2005; Mewburn, 2010). When I hear or read about a professional accomplishment of one of my network connections, I acknowledge same with a quick note, email, or phone call—just to let that person know that their work has been noticed and appreciated.
- Realize that your network connections can and should include people at all levels, irrespective of their academic rank or standing. Be polite and courteous to everyone and recognize their worth (Hubrath, n.d.; McKinney, 2005). You never know when you might strike gold through and with a new connection.

According to the cliché, it is not what you know, it is who you know. We posit that in academia it is what you know *and* who you know.

Tapa #5: Become an effective researcher or research pays

Engaging in productive research is one of the most sought-after skills of the century according to the recent report, "The Heart of the Matter" from the American Academy of Arts and Sciences (see Chapter 3, Commission on the Humanities, 2013). The report draws on data from both the public and private sectors that point out just how crucial research skills are to the future of the United States. In particular, humanities specialists possess skills in critical analysis, interpretation of data, access to multilingual sources and diverse cultural insights, and the ability to verbalize and synthesize information in ways that our counterparts in the sciences do not. Scientists excel at crunching numbers. Humanists do their best work interpreting data and constructing arguments. Both skill sets will be used to shape the future.

I remember attending a lecture about a decade ago during which a gifted assistant professor in the Humanities constructed a brilliant diatribe about being a humanities scholar in the twilight of the age of the humanist. Historically, we think of the age of the Humanities being ushered in with the rebirth, or the Renaissance. Humanists need to adapt and readapt and advocate for our position in the greater academic sphere. Research and scholarship will be required just to make the case. Should you choose to become a humanist, it will be part of your job. The Humanities may not be fashionable, but we offer a necessary component of the future research landscape. We can coexist with scientists and we will.

Developing the strongest possible research and publication skills will strengthen your hand within academics and is likely to aid you outside of higher education as well. Within the academy, research and publication are the currency of academics for promotions, tenure, establishing yourself as an expert, and making your work public and available to scholars and laypeople alike. Such skills are needed in both the public and private sectors. We recall examples of colleagues who have sought gratifying work with foundations, publishing houses, and learned societies in which research is a key component of their job. Yet others have sought government positions with entities such as the U.S. Department of State, the Central Intelligence Agency, the National Endowment for the Humanities, the National Endowment for the Arts, and even state Humanities Councils. Over the years, we remember colleagues from graduate school who sought employment with high-level translation firms and other corporate entities that largely draw from the ability to conduct and carry out research with a specific, well-defined purpose. Because this skill has such a broad appeal and portability across fields and professions, it is definitely worth cultivating.

Tapa #6 Collaboration or Aristotle nailed it

The idea of working together, or collaborating, for the benefit of a project or activity hearkens back at least to Aristotle, who promoted collaboration as a highly valued activity in order to achieve shared goals (Hitz, 2011). However, this ancient idea appears to have fallen into disrepute, at least in the field of the Humanities where "collaboration and collegiality are ideals much discussed but little practiced in academic life" (Ede & Lundsford, 1983). Indeed, Lomicka and Lord (2008) note the double standard that appears to exist in academia between and among different scholarly fields: collaboration in the form of scholarship and publication is the norm in some disciplines but rejected in others.

Nevertheless, prominent bodies with direct interest in the revitalization of the Humanities are calling for renewed support of collaboration in academia and see it as " . . . the very essence of a civil society" (Commission on the Humanities, 2013, p. 53). The Modern Language Association, in several of its position papers/statements, advocates for collaboration between language and literature teaching faculty, recognition of new media scholarship produced in collaboration, and encourages language departments to facilitate collaboration among scholars and to evaluate it fairly when concerned with matters of promotion and tenure. Both of these

august institutions call for increased collaboration between K-12 educators and tertiary faculty as well (Commission on the Humanities, 2013; Modern Language Association, 2007; MLA Ad Hoc Committee, 2007).

We strongly urge collaboration with colleagues in your own as well as other disciplines because it can be quite beneficial professionally and personally. You will increase your access to larger pools of data (e.g., across different languages), you will expand your own learning and expertise as you draw upon one another's strengths and knowledge, and you will demonstrate collegiality and the ability to work / play well with others—something often considered during reviews for academic advancement. Plus, it is often just more enjoyable to work with others rather than in isolation. You may also find areas of interest that you would not have investigated without the push from your collaborative colleague.

As mentioned in Tapa #4, networking will play a large role in formulating your eventual collaborative ventures. Keep in mind that this idea is rooted in reciprocity and works in all directions, horizontal as well as vertical (Hubrath, n.d.). The FLTEACH project (Tapa #4) is an excellent example of collaboration between two very unlikely (at first) colleagues: a French literature professor and an SLA and foreign language methodologist. Over the years, we have found acres of common ground and have collaborated on scores of presentations, publications, and projects. Finally, this book chapter is a direct result of a fortuitous and felicitous collaboration between two professors effected literally by happenstance and professional collegiality. We experienced two years at the same institution and engaged in an intense period of professional collaboration that has led to jointly writing scholarly articles and presentations. So . . . find one colleague or more with whom you share interests and get collaborating!

Tapa #7: Know the big debates in your field and don't ignore megatrends

Be informed about the big debates in your field and trends in the discipline in general. Professional associations generally engage in these debates. Join relevant learned societies and take advantage of this information beginning in graduate school (Long, 2012). Read and ask others about where your field of choice is headed. Do web searches and scan. Certainly some of the information is cliché and predicting the future can be rocky, but few will refute that the big trends are likely to shape the scholarship of tomorrow.

Right now in the Humanities, there is a lot of discussion about interdisciplinarity and how it is it changing the face of scholarship. Consider how this trend will change the notion of academic identity (e.g. What is a history or a literature professor?). How might it impact you as a scholar? Of course, the relentless march of technological changes has been and will continue to be a major driver of change. Currently it is popular to conjecture about the role of data mining and what some call Big Data. There is discussion on how data trends and tools might relate to scholarship in the Humanities. Five years ago, this was barely on the radar screen of anyone in the Humanities. Technological tools facilitate different areas of inquiry. Consider these big trends and how they will relate to your interests. Incorporate this information into your academic path because you will not be teaching or researching in your parents' university. The very notion of scholarship is in the state of flux.

In our collective cases, we have had to reconsider our beliefs about teaching and student learning. Over the last decade, we have come to understand that we are witnessing the end of the object formerly known as the textbook (Young, 2013). As co-authors of several college-level language textbooks, our ideas have evolved to produce relevant new forms of instructional materials. This transition has been part of our daily life as we move from edition to edition of our textbooks to incorporate digital tools to enhance student learning and relate them to the traditional print textbook. We learn and adapt to this megatrend because it is not optional. Frankly, it has

been exciting to be pioneers of sorts forging uncharted territory with our respective publishing houses as we ride the wave of using technology to support student learning. The tsunami is not over yet. Exploring the big ideas and megatrends and their impact on your field of choice and then incorporating this information into your plan for success will underscore your relevance and make you more marketable in academic circles and beyond.

Tapa #8: Your academic path or Robert Frost on which way to go

The years spent pursuing and completing a Ph.D. in the Humanities represents a sizeable investment of one's life. The average is generally about nine years from beginning to end (Cassuto, 2011; Cohen, 2010), although current trends do show that this window is shrinking. Even after that lengthy period of graduate indenture/servitude, there is no guarantee of obtaining the much sought-after tenure-track position, let alone in a geographically desirable location. Large pools of applicants, many highly qualified, often make securing one's dream job in academe an elusive goal (Jaschik, 2012; June, 2013). For those who persevere and meet with initial success, the career path traditionally moves from Assistant to Associate to Full Professor at varying rates of progress over the years.

One alternative to the traditional tenure-track (TT) path is that of contingent or adjunct employment. These positions are typically non-tenure-track (NTT) and frequently make up a large percentage of the teaching faculty in the Humanities on the whole across two-and four-year institutions: over 61% in general and upwards of 80% for part-time employment (Laurence, 2013). Non-tenure-track positions are often fraught with issues such as inadequate pay, few or no benefits, little to no involvement and/or say in departmental workings, and perceived diminished professional standing (Steinberg, 2013; Weinbaum, 2013). Nevertheless, the NTT status at times affords educators the opportunity to pursue side interests and employment, a prospect that may appeal to some not attracted by the demands of the traditional TT job (Weinbaum, 2013).

Another option is that of pursuing non-teaching careers still connected to academia. Suppose you discover during your role as a graduate teaching assistant that while you may prefer working in an academic environment, you simply do not enjoy teaching per se. Though preparation for such careers is generally given short shrift in academic departments, these careers do exist and may be a good potential outlet for the non-teaching PhDs who do have many transferable skills (Wood & Gurwitz, 2013). Included in this category of employment are positions in Higher Education Administration, in Teaching/Writing/Learning Centers, offices of Research/Public/Academic or Student Affairs (Columbia University Center, 2014).

Finally, it is possible simply to start over on the tenure-track path and work your way back up the promotion and tenure ladder. Or you might even consider taking a job at an institution that does not have tenure for faculty. Do not be afraid to proceed if the match is right between you and the job, location, whatever factors are most important to you in your career. After a lengthy and successful career in tertiary education, I retired at the rank of Professor Emerita of Spanish; I did so to accept a position at the rank of Assistant Professor in an institution that does not grant tenure, in essence beginning again. My primary motives were a return to my teaching roots (teaching Spanish) and a desire to live in a beautiful part of the country where the sun shines more than 300 days a year. I have not looked back.

Tapa #9 – Grants or I'll grant you this . . .

Securing grants in the scientific disciplines is crucial: for maintaining labs, hiring and keeping research personnel, acquiring needed materials, disseminating findings. While not critical for the aforementioned reasons, writing strong grant proposals and securing external funding in the Humanities disciplines is one of the most important activities you can undertake to further your academic career (Connelly & Ghodsee, 2011). Successful grant proposals put your name in

front of senior colleagues in the field (see Tapa #4, networking and Tapa #5, research), bring prestige to your institution by furthering its mission and enhancing its ability to attract quality students to work on faculty-led research projects (Mellon, n.d.), provide you with valuable release time to pursue investigative inquiry and make significant contributions to the field. External grants basically enable you to achieve results impossible to realize with limited or no internal funding.

The entire grant process (proposal writing, evaluation, and funding) is an extremely competitive process, particularly for such granting agencies—specifically those that specialize in humanities projects--as the National Endowment for the Humanities and the National Endowment for the Arts. Thus, it is imperative that you do your homework and prepare well before undertaking the proposal-writing step. A few suggestions are in order here. First, note that grant writing is not like academic writing and that "success . . . is a matter of style and format as much as content" (Porter, 2006). Make your writing accessible. Grant proposal evaluators have to plow through many proposals; do not give them an excuse or reason to quit in the middle of reading yours. Read the grant guidelines and follow them carefully. Pay attention to the goals of the sponsor and be sure to submit your proposal to an appropriate grant funding authority for your project. Be clear, concise, and direct in your proposal. Be sure to underscore the significance of your project. Several documents are available to guide you through the grant writing process (e.g., Friedman, n.d.; Hindley, 2008; Jakob et al, 2010). In addition, many universities offer advice for grant writing through their offices of research and/or sponsored programs. Use their websites and their skilled personnel.

Additional activities that may help are (1) to attend grant writing workshops held on your campus; (2) to apply for grants on your own campus and through local entities as well as aiming for national funding sources; (3) to submit a draft proposal to a program officer of the grant funding entity well in advance of the proposal deadline so that helpful comments and advice may be forthcoming; and (4) to take note of and heed evaluator comments on unsuccessful proposals. Further along in your career, you may wish to volunteer to serve as an evaluator on a grant proposal review panel. While time-consuming, this falls under the category of "professional payback" if you have received a grant from a particular agency. As a recipient of two NEH grants, I have volunteered to serve on several review panels for this agency. This endeavor can be very informative and enlightening vis-à-vis future funding attempts and also helps with networking.

Tapa #10: Keep current in your discipline and move with the times

Did Cervantes think that the world was stagnant? No, just read the *Quixote*. We both had graduate professors who continually taught from yellowed and even mimeographed (!) notes and thus fossilized the world of their literary expertise—a tragedy indeed. Don't teach from yellowing notes because it is easier. Do not convince yourself that you have written the definitive lecture on subject X and cannot improve upon it. There is always something new to learn about your content area, even if it means just exploring some fresh and differing perspectives that have emerged from colleagues newer to the field. Manage your time and priorities so you can be at the forefront of your content area in knowledge. Don't use and reuse exams to the point that students count on your recycling program to enhance their grade point. No one recalls happily that angry old professor down the hall who invokes arguments of academic freedom to never have to bring her/his course into the current decade with regard to content, format and delivery method.

Teaching changes, students change and the academic workplace evolves; you must make a conscious effort to work and to move with the times. Take advantage of professional development opportunities. Seek them out. Set reading and training goals. Consider teaching new courses. Ponder collaborating out of your comfort zone. If you want to teach life-long

learning, you have to model it. In my fifties, I began collaborating with social scientists on a research project of mutual interest. I found myself learning how to code qualitative data and handle this information in ways that my literary and pedagogical areas of inquiry had not heretofore pushed me to explore. I took my first Institutional Review Board (IRB) training in my fifties. Learn new things to energize your interests with a new perspective. I had long considered myself a consummate expert on language pedagogy and ended up adding leadership development to the mix to better understand the intersection of language education and leadership development in the classroom. This new twist helped me incorporate new material into well-worn areas of my teaching repertoire.

In addition to the suggestions above, you can organize yourself technologically so that you systematically receive notifications about new happenings in your field, specifically publications and discussions. These notifications are generally called "alerts" and come in several forms and include subscriptions to:

- Email alerts from journal publisher websites. You will need to register your email and preferences; any email address will work.
- Rich Site Summary (RSS) feeds, necessitating a newsreader but these are free. You will need to check your newsreader regularly to see the updates as no message is sent directly to you automatically.
- Alert services run by your favorite disciplinary databases. You are informed when new articles in your areas of interests are published.
- Google Scholar alerts, for updates on journal article citations.

You may also be interested in social media sites that specifically target academic information and updates, such as academic blogs (there is a wiki portal for this: Academicblogs.org) and specific Twitter or Facebook feeds that are directly related to your areas of academic expertise. Also many university library web pages contain directions and guides to help you organize in these ways (Lindstrom, 2014; Alerts, 2013; Turkel, 2013). Finally, and certainly not as a last resort, get to know your friendly university research librarians. They are masters of database exploration and culling gems from literature review searches.

Conclusion

'Forging' is a relevant term due to the ongoing debate about the crisis in the Humanities (Grafton & Grossman, 2013; Bérubé, 2013; Silbey, 2013; Seigel, 2013) because becoming and being a humanist can be daunting. Belonging to the Humanities can be like paddling upstream. Resilience is an advisable characteristic. Be realistic about entering the Humanities and be strategic about your choices. Some say teaching is a lonely profession; we beg to differ. The community of the academic professoriate can be as collaborative and collegial as you want and hope it to be. As we enter the last decade of our academic careers, we wish those who come after us good fortune to find their niche as we have. Please reshape the Humanities and innovate in ways that we could not dream possible. We hope that you research and publish and exchange ideas with others – as well as teach and learn because, as Beidler (2002) states, "I teach because being around people who are beginning to breathe, I occasionally find myself, quite magically, catching my breath with them" (p. 64). Breathe, teach, learn, publish and do not forget to eat. Finally, in this chapter we have given you a varied menu of advice on how to enjoy a fruitful and successful career in the humanities. We deem these *tapas* to have been essential in forging our rewarding careers, and we hope you will partake in kind as is appropriate to your own circumstance. *¡Buen provecho!*

Notes

[1] This is a collaborative essay. We request that readers indulge the alteration and intertwining of voices throughout. The goal is to impart collective wisdom, not to highlight our individual experiences.
[2] The word is from Greek, *Mentor*, friend of Odysseus and advisor of Telemachus in the *Odyssey*.

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